Pegasus '73: A Washington College Student Publication

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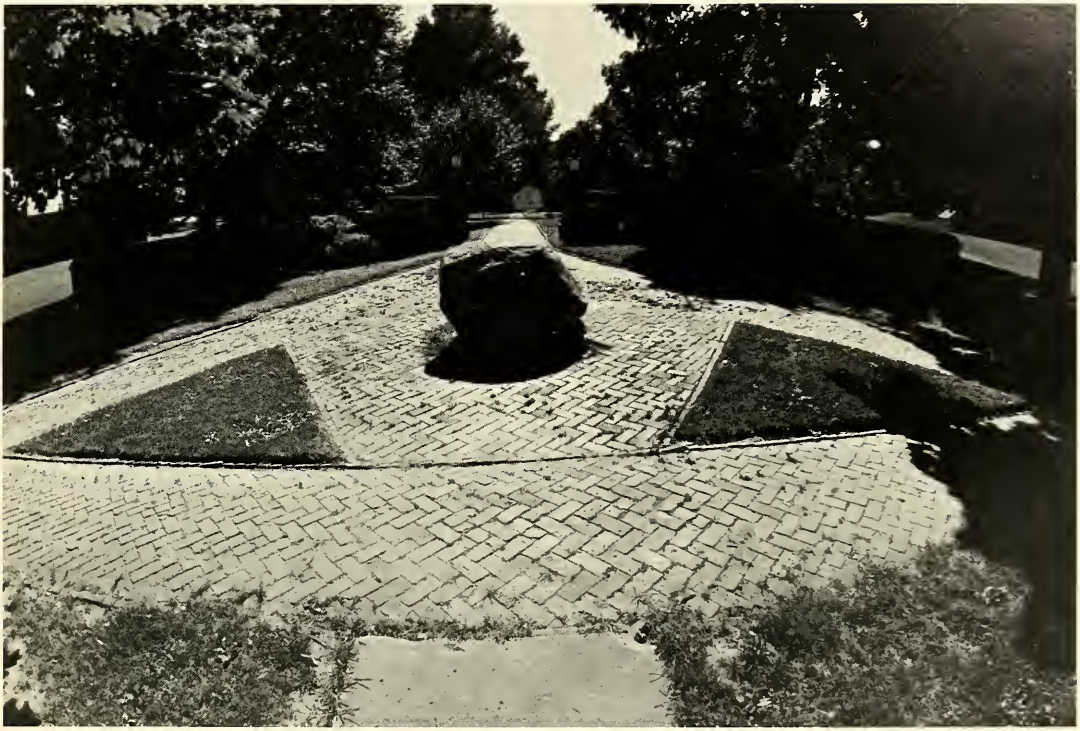


Pegasus 1973

Washington College

Chestertown, Maryland

Dr. Nicholas Newlin has retired as Professor of English and Chairman of the English Department. It will seem odd that Professor Newlin will not be among the faculty as this edition of the Pegasus is distributed on campus. His absence will be felt by those that came to admire his gentle urbanity, his wit, and his learning. Others just entering the college will never know whom they missed. He had a way with literature and education that was winning in its charm. On the occasion of his retirement, he was asked to give the graduation speech. In it he gave us some notable insights:

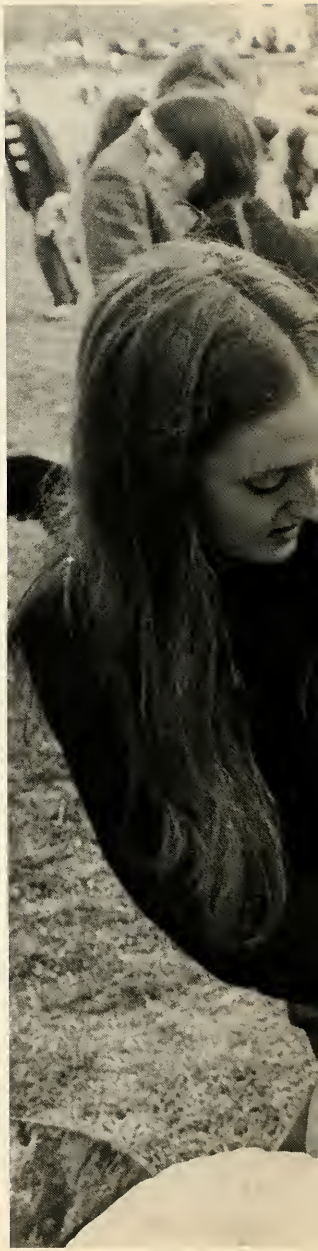
". . . it is precisely the gratuitous quality of civilization, the very fact that it is not necessary to man's existence, that makes it in fact so wonderful a thing."

"Civilization is not God's thing, it is our thing."

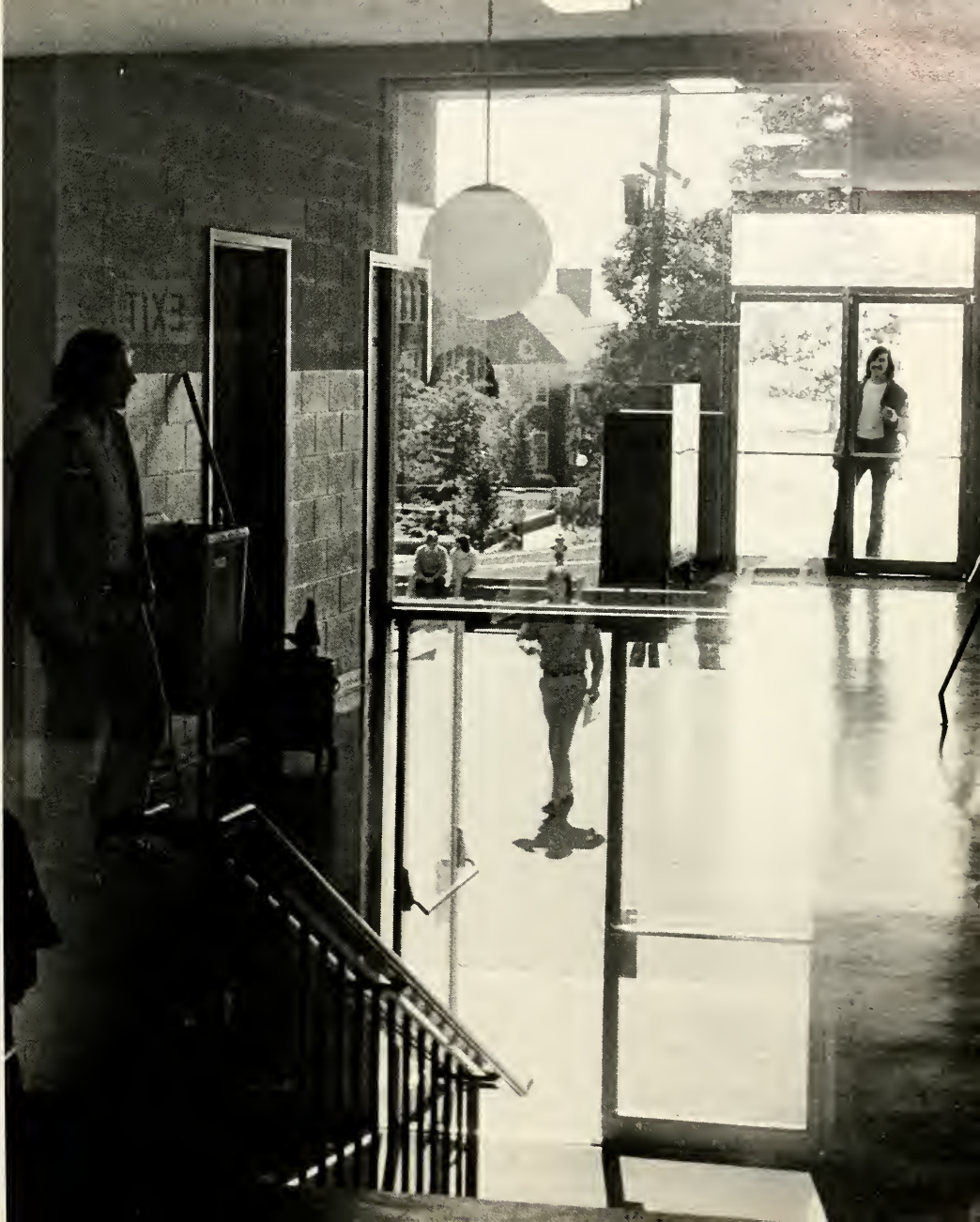
"We made it . . . not merely in search for social order, but in pursuit of the beautiful, of which order is only a part."

"If civilization needs order it is because art needs form. Music is not noise, poetry is not mere words, baseball is not just movement, and modern abstract painting is a great deal more than blobs of color slapped on a canvas. All art is the play of personal choice and expression within a form and against a pattern, and the fun and the beauty of it come from the way the freedom and the order work with and against each other."

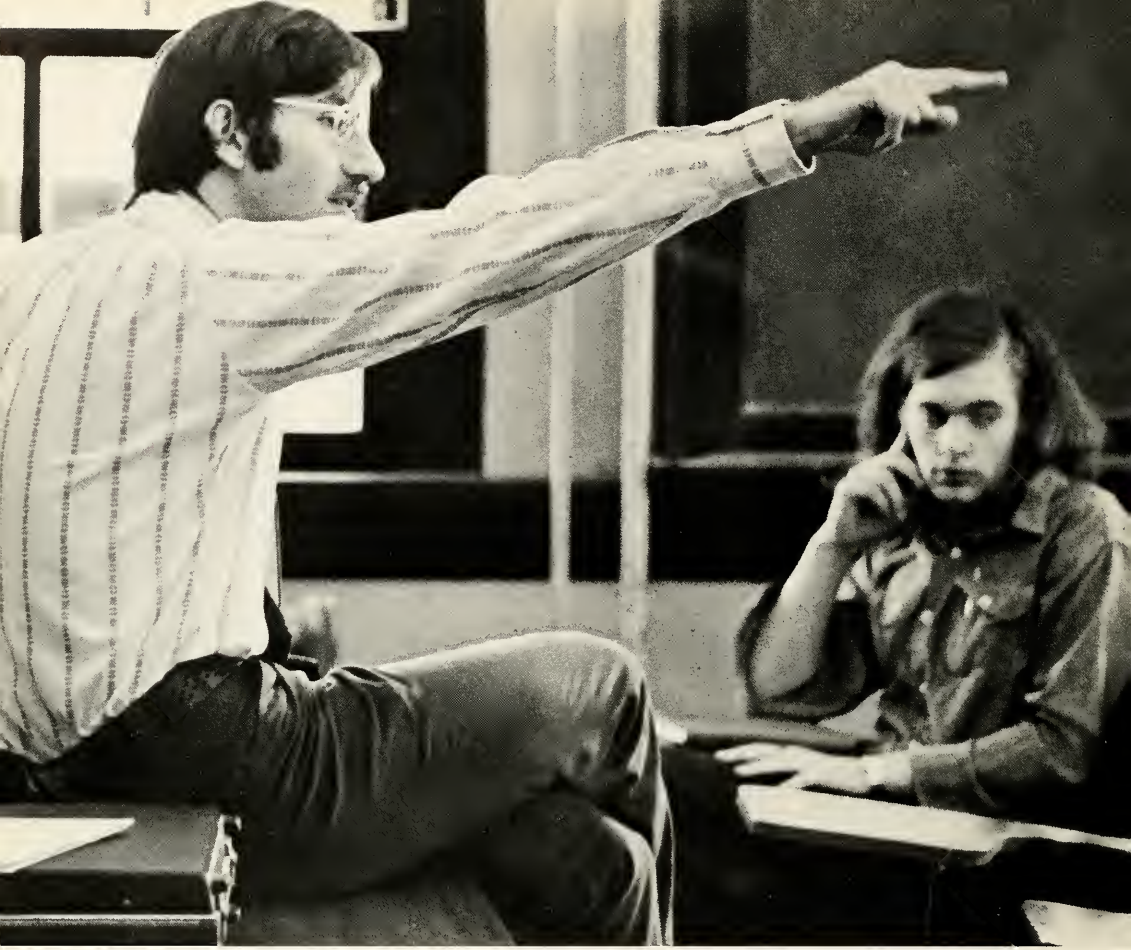
In dedicating this yearbook to Dr. Newlin he has spoken of himself more than we have. This is the way it should be. Few of those that knew him would want to speak for him at great length and harm the chance of hearing him speak for himself. Mens cuiusque is est quisque. — Cicero —

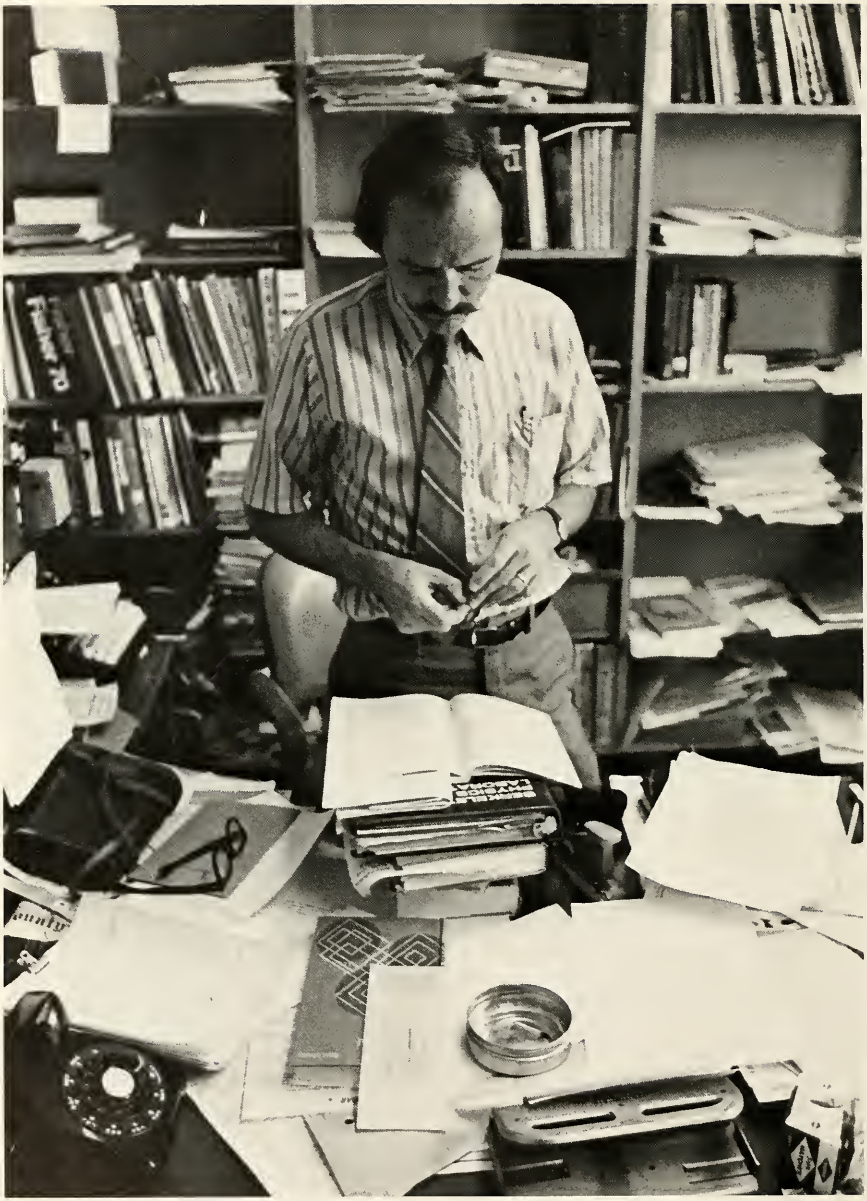


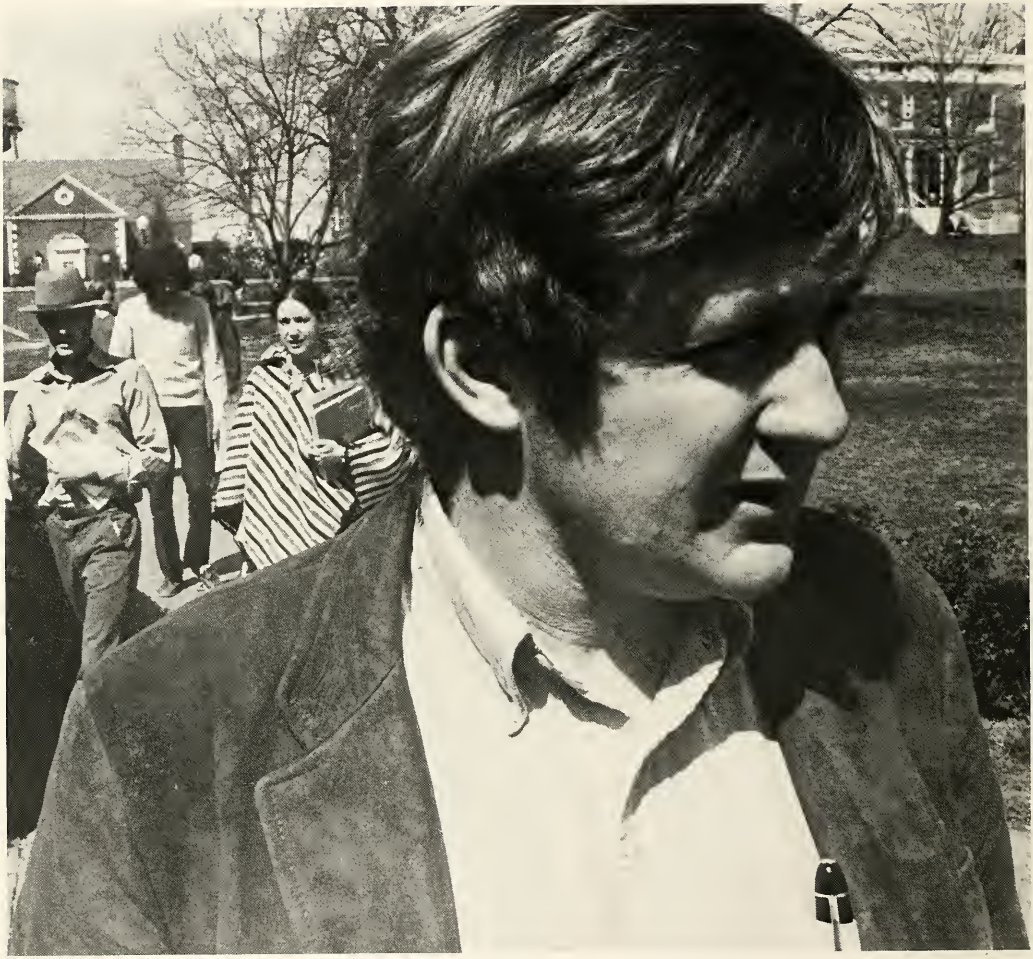
Student Life


EXIT

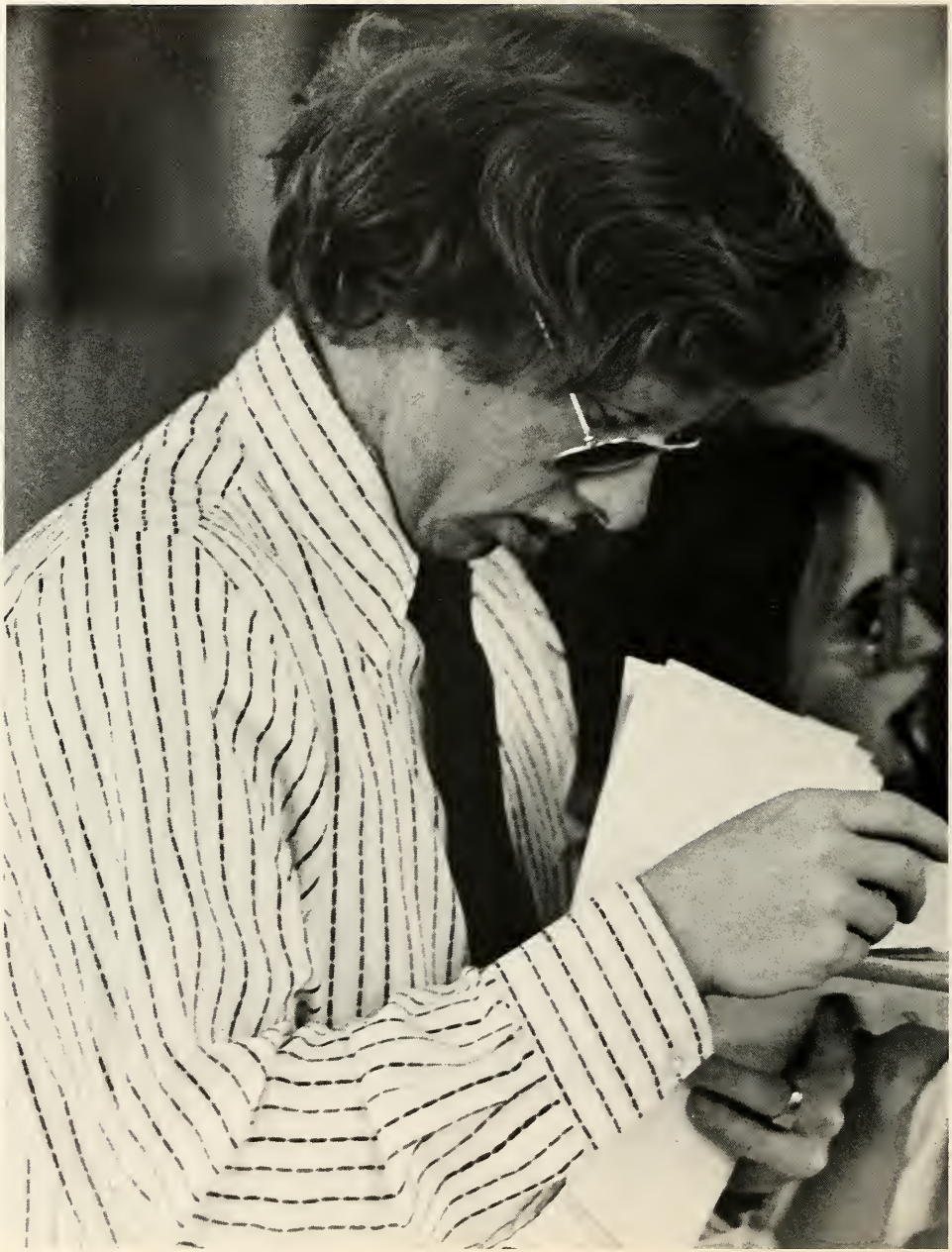
Faculty




PRINT 70



Teaching as
Subversive
Activity



Today it is difficult for teacher and student to recognize each other. The formal and external distinctions are no longer considered necessary. Similarly there is an erosion of the teacher's intellectual and spiritual authority. The teacher is no longer a model for his students, not does he pretend to be; his personal life is indeed private and distinct from his public one. The student undoubtedly recognizes this distinction and reflects it in himself and in his pursuits. Both teacher and student are so tempted by the diversions of wordly experience that purely mental pursuits are undermined. The medieval teacher and philosopher Maimonides understood education differently. He begins The Guide of the Perplxed with a letter to the student who inspired his work:

> My honored pupil Rabbi Joseph . . . When you came to me, having conceived the intention of journeying from the country farthest away in order to read texts under my guidance, I had a high opinion of you because of your strong desire for inquiry and because of what I had observed in your poems of your powerful longing for speculative matters.

Maimonides places himself before his student; he will guide him and evaluate his work. Today, however, it is popular to reject evaluation, especially in the humanities. And when the student doubts the authority of his teacher, he will eventually doubt the texts as well. This student considers experience prior to understanding — simple activity is considered more valuable than concentrated and isolated study. It would be rare, in fact, to find a student who believes that Aristotle can teach him virtue or that he might discover in Shakespeare a full spectrum of the faces and spirits which make up our human universe.

For Maimonides education is a form of initiation and self-perfection. He continues his letter to his student:

> When thereupon you read under my guidance texts dealing with the art of logic, my hopes fastened upon you, and I saw that you were one worthy to have the secrets of the sacred books revealed to you so that you would consider in them that which perfect men ought to consider. Thereupon I began to let you see certain flashes and to give you certain indications.

Knowledge is a precious gift which the teacher reveals to the student as he merits it. In our age almost all teachers are sophists who recite lessons to anyone who can pay a fee — for the most part the teacher does not select his students; he is selected by them. And now even the traditional texts are abandoned and with them the standards they inspired. Teachers, shouting "academic freedom," demand the right to teach anything they chose and our pupils, shouting "student rights," demand the freedom to study whatever catches their fancy. In this atmosphere of freedom, the distinction between student and teacher collapses.

Having asserted the priority of his own experience the student sets out to disabuse his teacher of obsolete standards. Unfortunately, many teachers, like those sophists Socrates despised, pander to popular tastes — they submit to vulgarity and in so doing they accelerate its spread. Maimonides understood the process differently:

> Then I saw that you demanded of me additional knowledge and asked me to make clear to you certain things pertaining to divine matters . . . Yet I did not cease dissuading you from this and enjoining upon you to approach matters in an orderly manner. My purpose in this was that the truth should be established in your mind according to the proper methods and that certainty should not come to you by accident.

Certainly it is absurd, by definition, when the teacher permits himself to be guided by student opinion. That opinion is relatively of little value because it is unworked and is no more substantial than the skill of a man who, picking up a bow for the first time, accidentally releases an arrow which nevertheless strikes the target.

I wonder if Maimonides' attitudes are simply to be dismissed the way we have dismissed so much that has come from the ancient past. Is it unreasonable, for example, to demand that students devote themselves to their studies while attending college? In the compromise of standards and discipline that students and educators have worked out, the fervent albeit elitist quest for self-mastery has been lost, and with the loss of that aspiration, students and teachers are finding education more pointless and less meaningful than ever before.

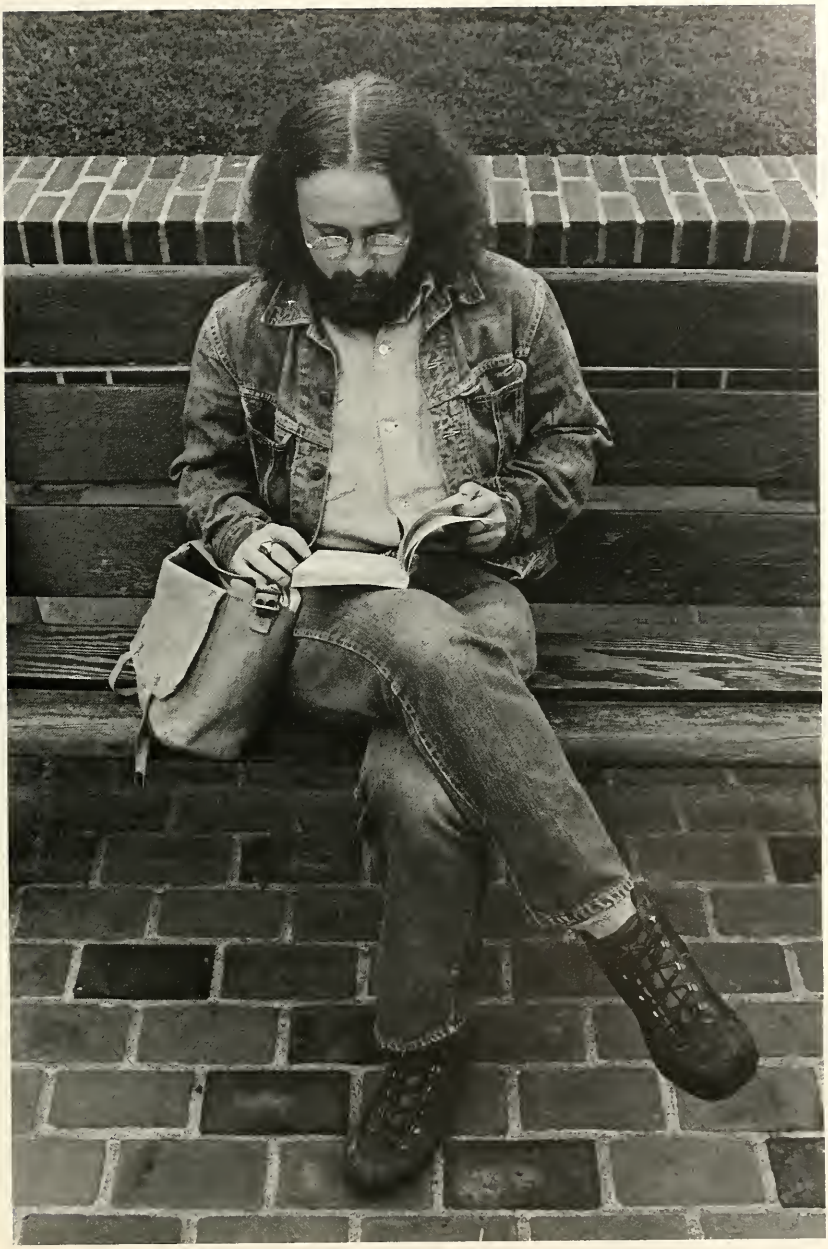
As a child I attended summer camp where, under the guidance of counselors, we spent fifty to sixty hours a week in organized and often rigorous play activities. How many more hours must a student spend gathering in all the knowledge which makes up a liberal arts education? If even some of his teachers are dull and ignorant, the student is not free simply to yawn his indifference; rather he must work harder in those subjects than any others, because there he lacks guidance and must teach himself. Study is itself an act of purification by which the student initiates himself into mysteries which only his fellow communicants can comprehend:

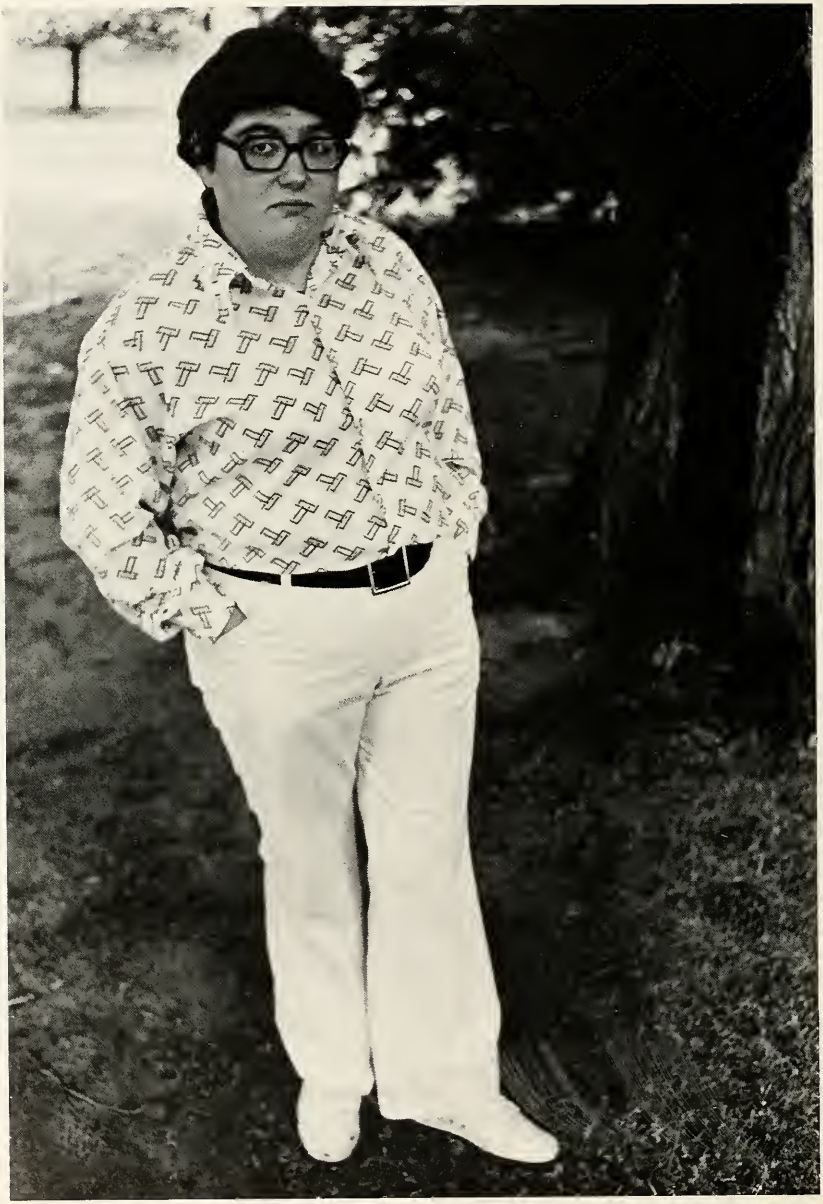
> This then will be a key permitting one to enter places the gates to which were locked. And when these places are entered into, the souls will find rest therin, the eyes will be delighted, and the bodies will be eased of their toil and labor.

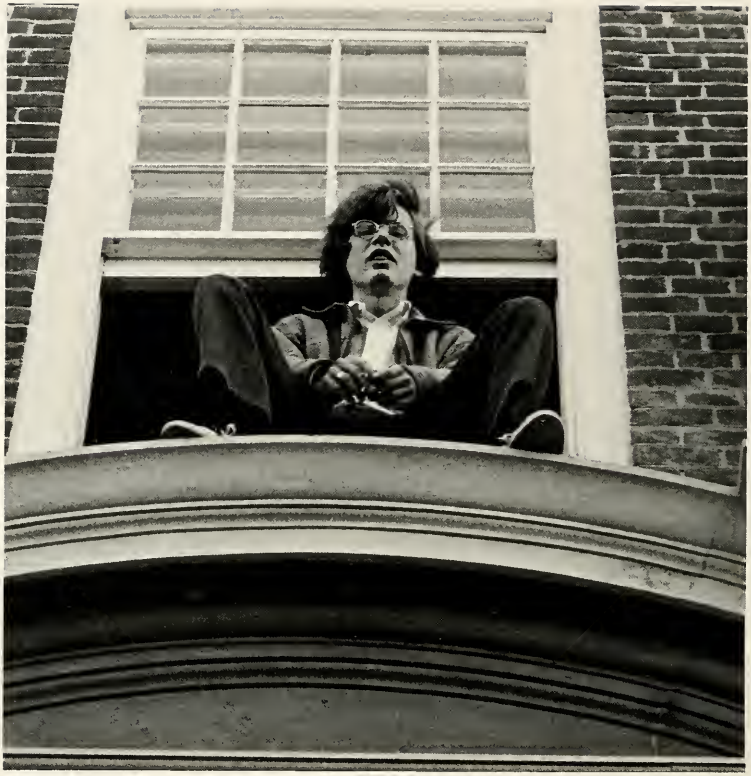
In fact the delights to which Maimonides refers are not difficult to understand. Every successful athlete knows the exhilaration of that moment when his training comes to fruition, when his muscles seem suddenly obedient, and his body is limber and responsive. How much more exhilirating when the mind is trained and tuned to that same pitch.

— Martin Kabat —

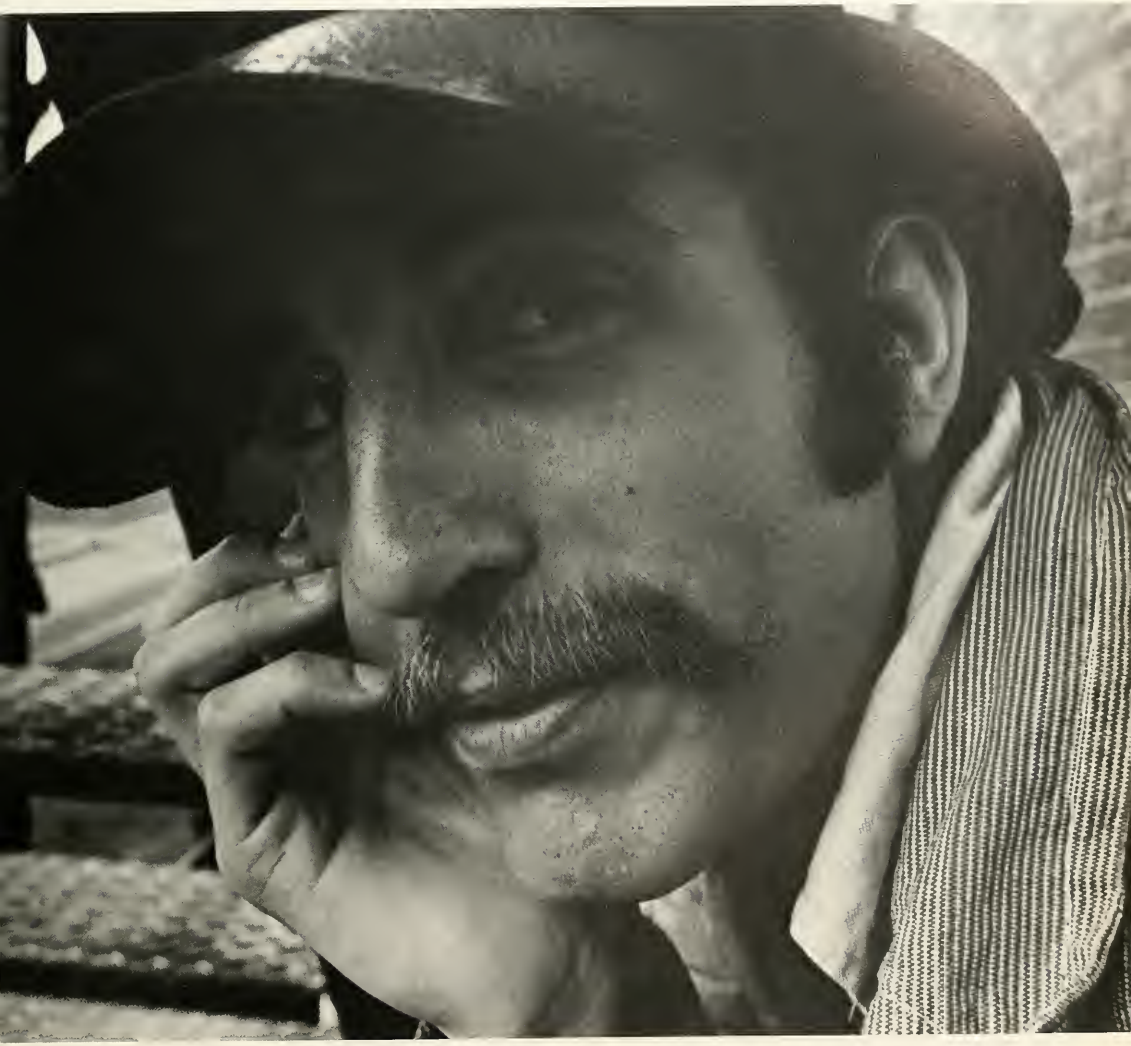
Seniors







UNITED METHODIST
MAY OKLAHOMA

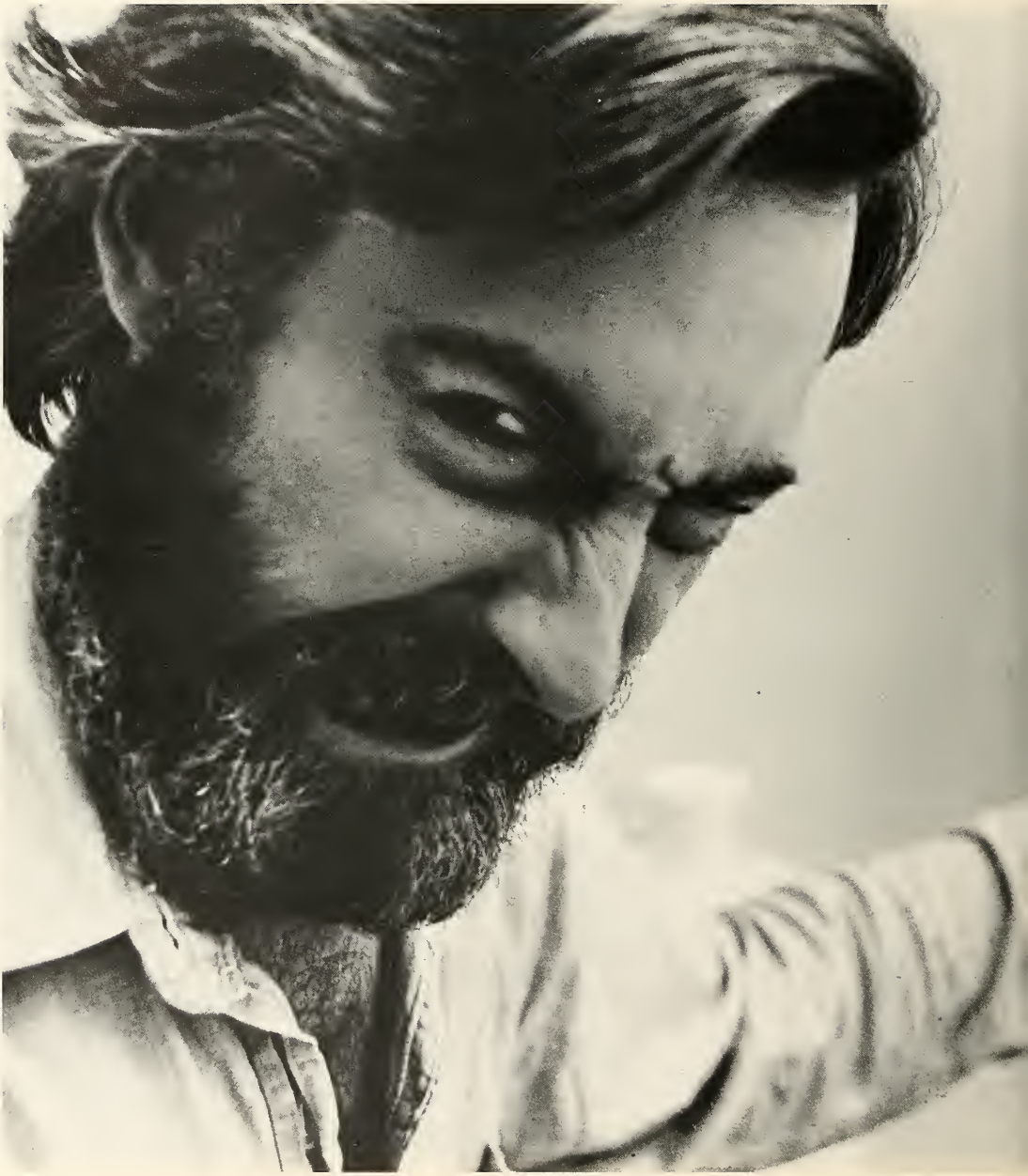


Bo Blanchard

Peter Chekemain

Angelo

IN MEMORIAM



Theatre Productions

The Trojan Women: Backstage

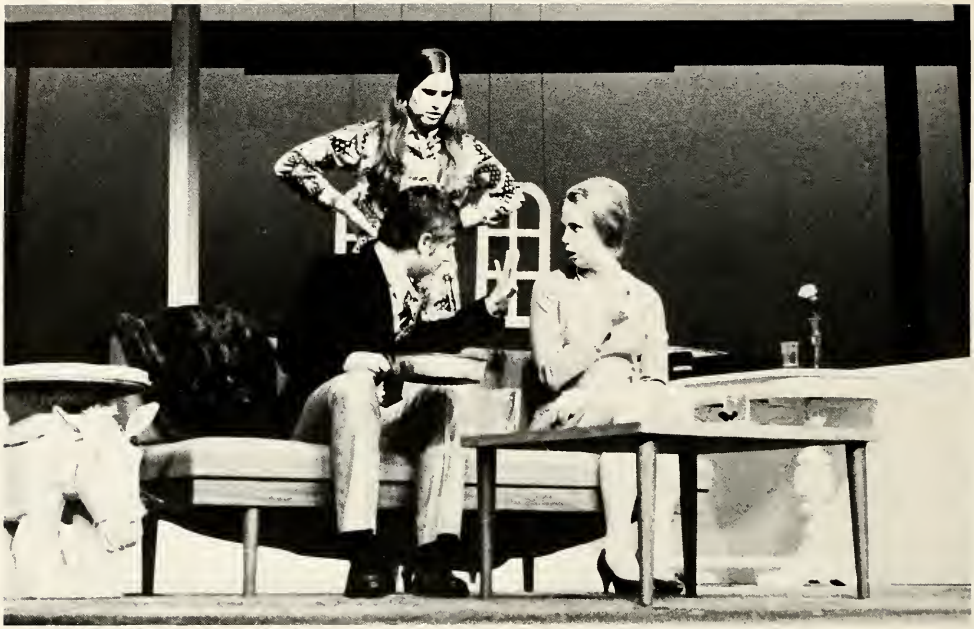
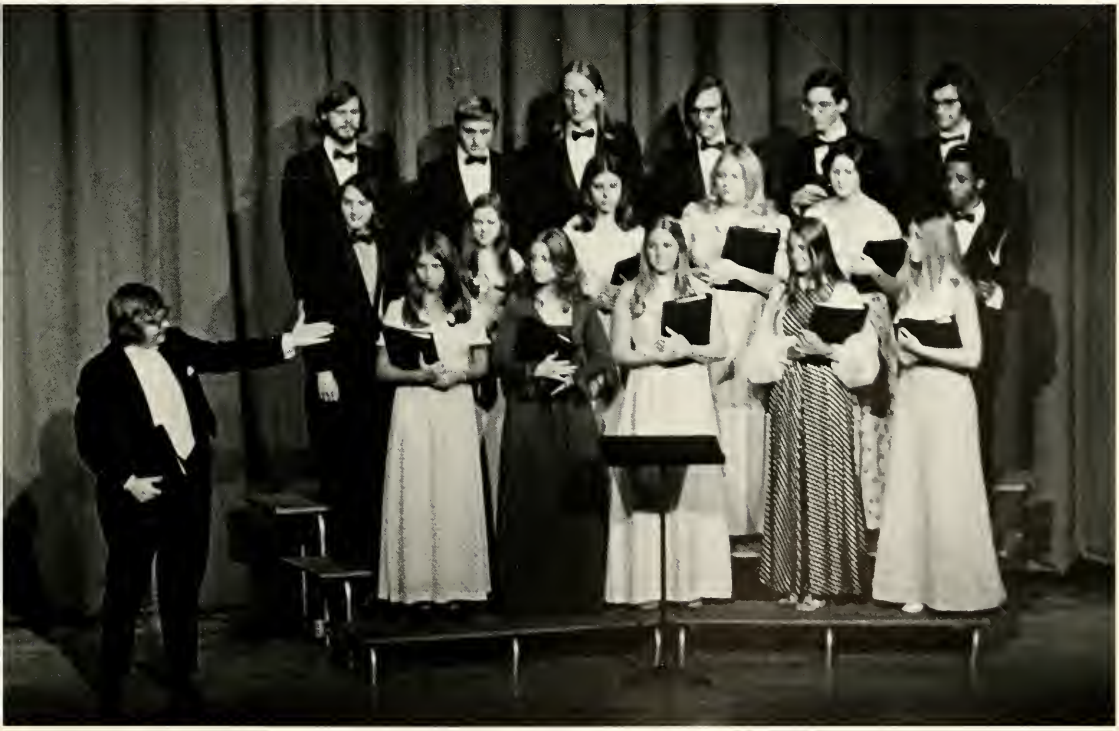
"Marigolds"

Alice In Wonderland

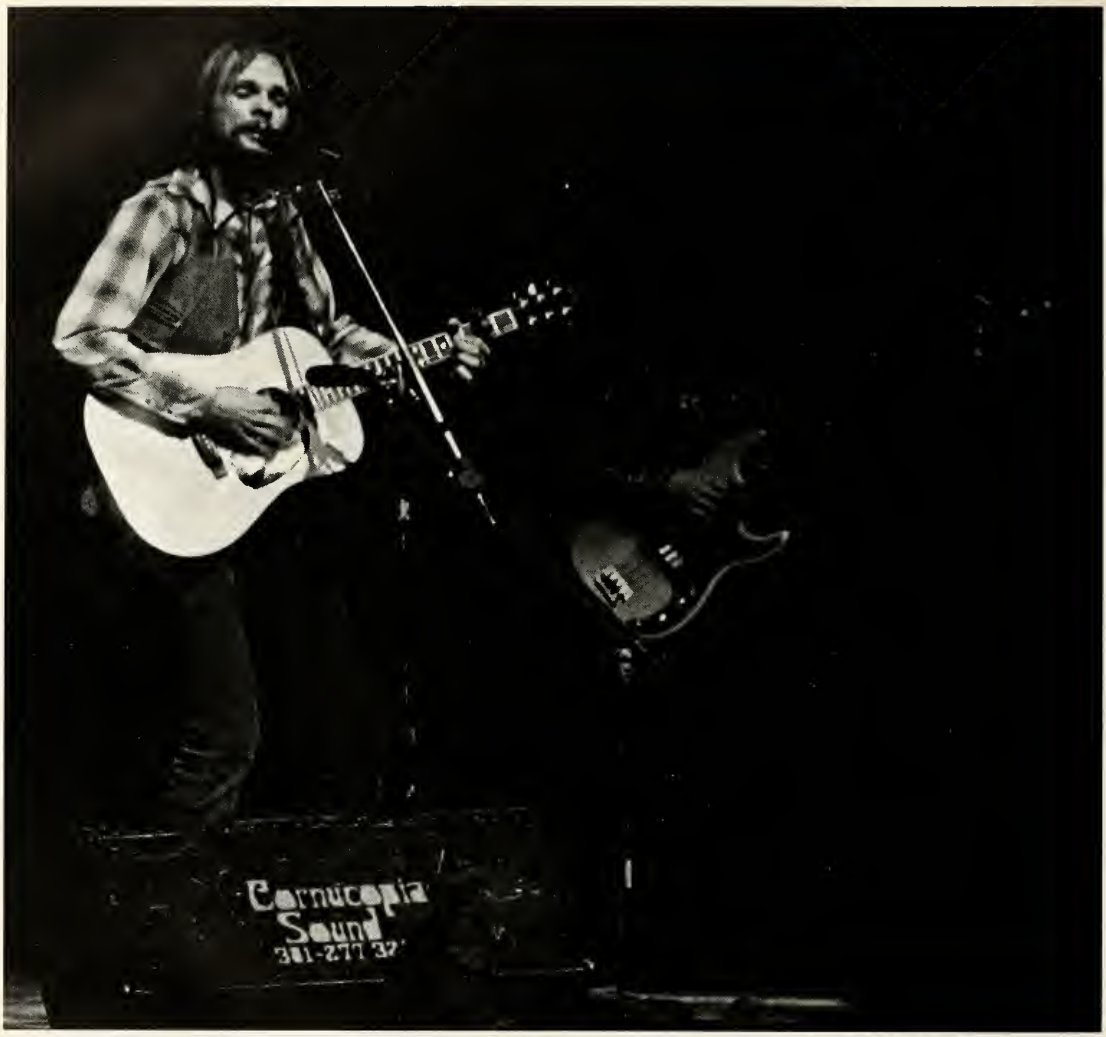
Birthday Party

Westchester Limited

Barefoot In The Park



Student Recital: Karl Starks

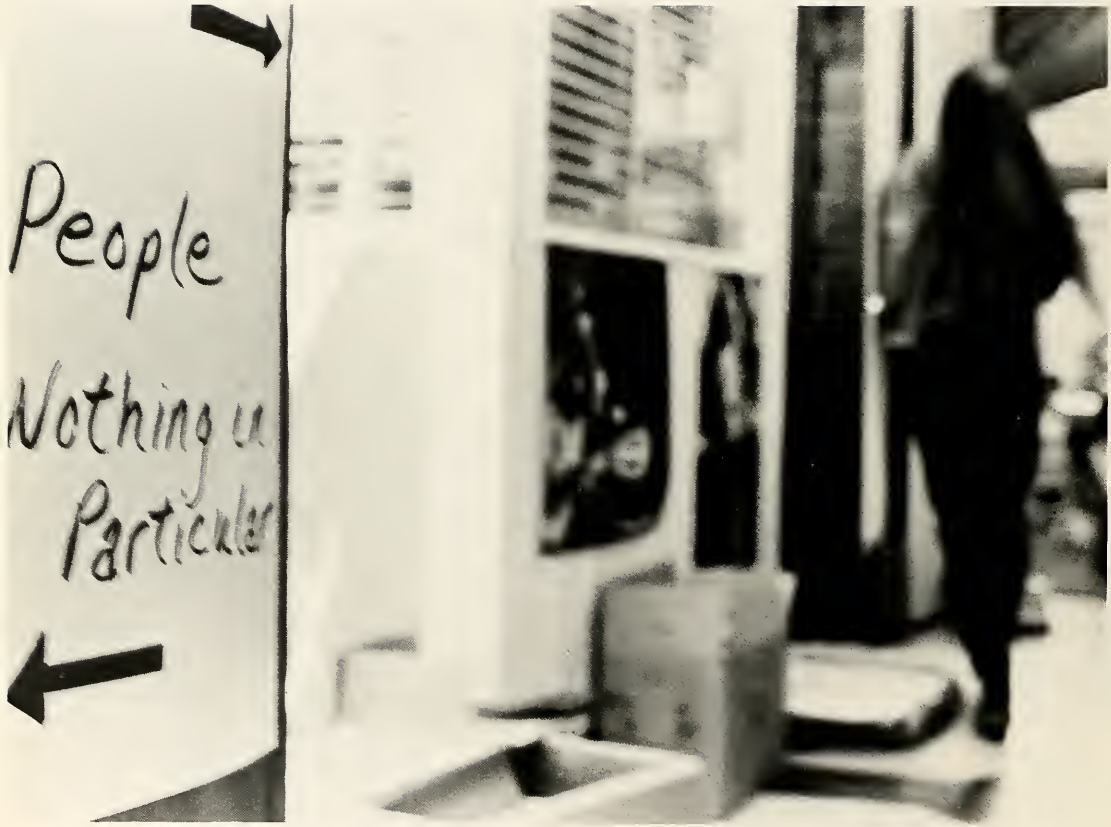


Concerts: Jonathan Edwards

David Bromberg

Parties: Halloween

WC Tune In — Tune Out


People
Nothing in
Particular

Spread throughout the 72-73 academic year were a few highlights of special note. There was the initial struggle in the fall of '72 between the student body and the Board of Visitors and Governors over students' rights and the Merdinger situation. The results of this confrontation led to both "victory" and "defeat." Some colleges nationwide had allowed for a voting student member on the Board but this issue at WC was not resolved to anyone's satisfaction. To the glee of some, and the bewilderment of a few, came the news of President Merdinger's resignation or ouster, however it is viewed. The President never did seem to enjoy any great degree of popularity. Such events as the disclosure of the Minor Crager letter and the student counselling episode aggravated the situation.

Few had felt that the Merdinger administration had provided much meaningful purpose or constructive goals for the college. By contrast to the nebulous objectives provided by Merdinger the future indicated a progressive movement toward reform marked by the appointments of Dr. Joseph McClain as "Interim" President, Nate Smith as Acting Dean, and the election of Michael "Chief" Lang as SGA President. A central theme on campus was reform, which provided the basis for Lang's electioneering platform.

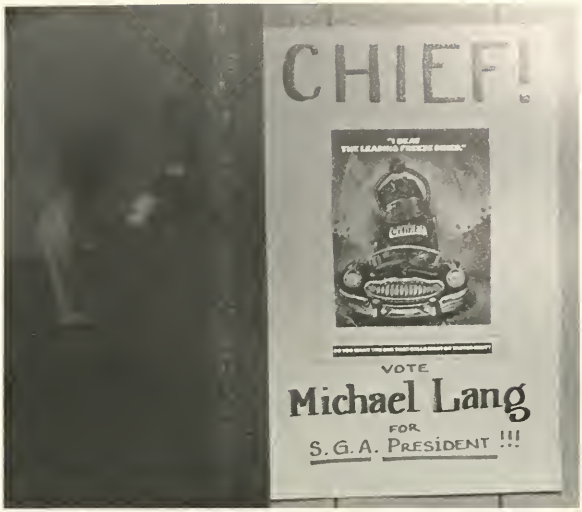
Lang's primary objective was reform of the curriculum, which he felt was essential to the college's purpose. He also intended to streamline the cumbersome Student Senate in order to achieve greater effectiveness. The wide margin of victory (63%) in the presidential runoff demonstrated solid approval of Lang as president.

Dean Smith cited the selection of a competent dean as a main concern for the following years. An integral part of this endeavor, thought Smith, was the realization of campus attributes, centralization of academic purpose, and articulation of Washington College's needs. Although Dean Smith's retention was not meant to be permanent, it was nevertheless a major step in the direction of introspection and examination for growth in the true sense of a liberal education.

By comparison to those that spoke of reform and of improvement, were the statements of George Founds who resigned as Art Director. Founds expressed dismay at the lack of "self-motivation" and "professionalism" in the students he had encountered. In light of the harshness of these remarks it is curious that there were never any comments about them.

John Dimsdale in his final term as SGA President also made some comments and gave some words of advice. Washington College, he said, should learn from its experiences, particularly in its choice of administrators. The criteria for those that are hired should be an understanding of Liberal Arts and Sciences college problems, and more specifically, the exclusion of "military men". Dimsdale viewed the most pressing issues as admission of a student on the Board of Visitors and Governors and academic reform. Regarding the SGA, Dimsdale questioned its commitments and felt that it had a clearcut choice to make; it could become introverted and serve merely a social function or it could expand itself and work toward a broader involvement with the administration, academics and national and international issues.

It was the accreditation team's report which emphasized the need for student assertion and expression. During the 72-73 academic year deficiencies were pointed out and goals were set. The aftermath of the Merdinger era should be one of communication and reconciliation and with the change in administration it is hoped that verbalized reform needs will become actualized achievements in the future.



Speech Night: Michael Lang

May Day

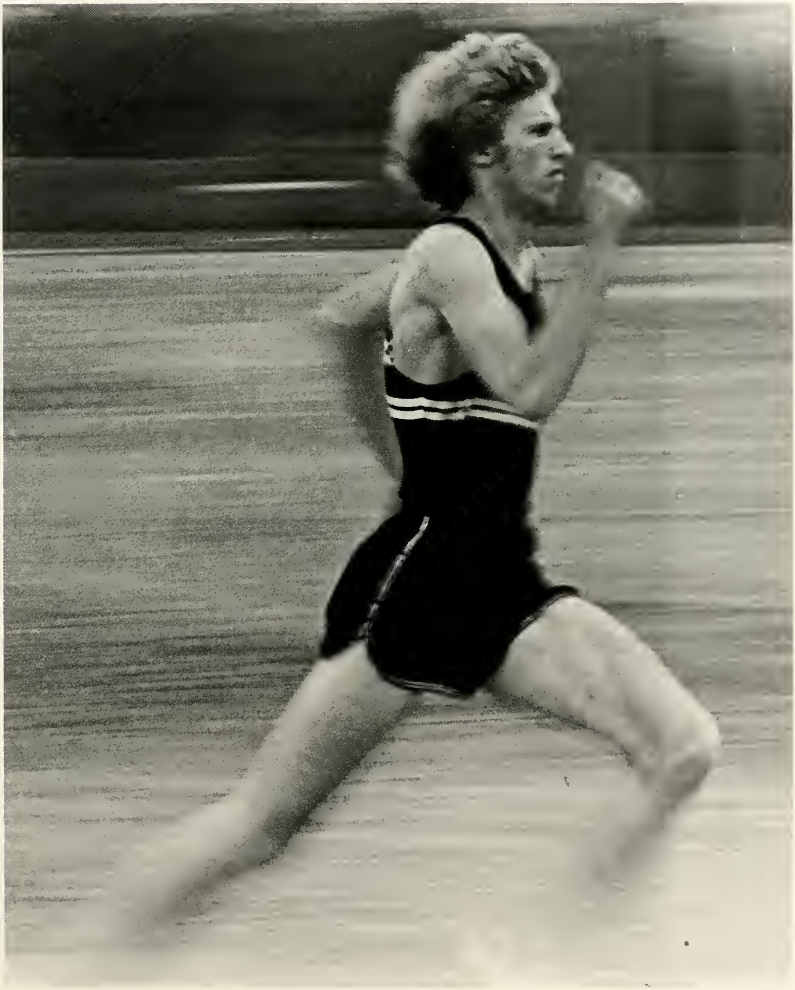
Volkswagen
Seven

McGovern Day

Christmas

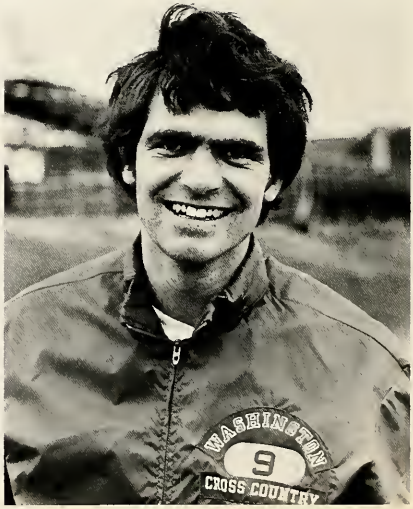
Sports

WASHINGTON
4
CROSS COUNTRY



40

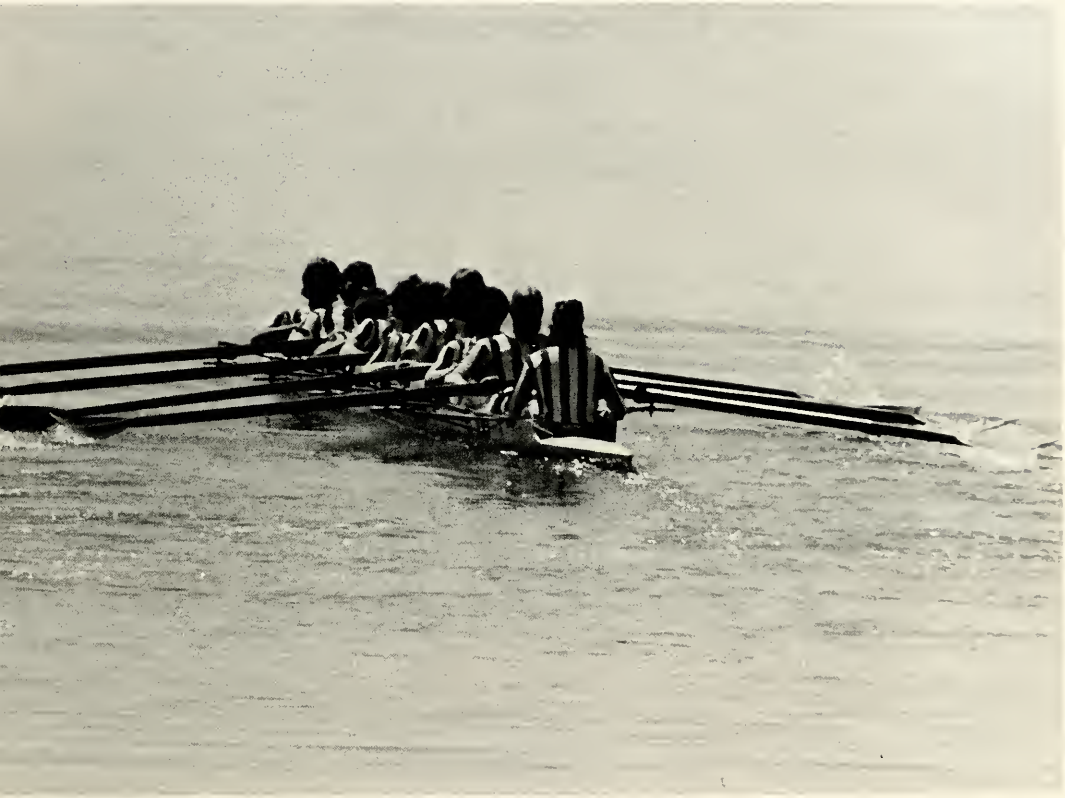
PROPERTY OF


WASHINGTON
9
CROSS COUNTRY

Soccer

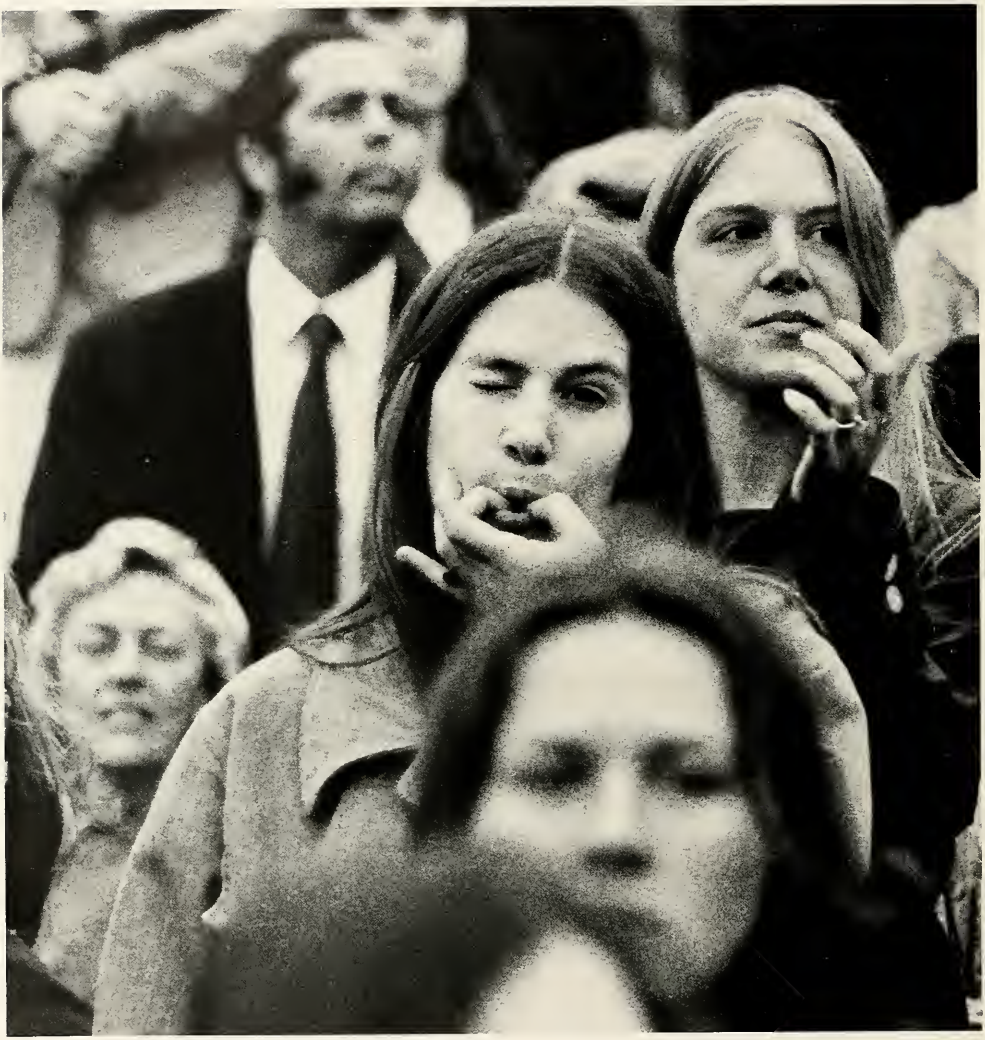
32

Crew



At The Races

POSTED
NO TRESPASSIN
KEEP OUT



LaCrosse

13
14
99
42
26

Budweiser

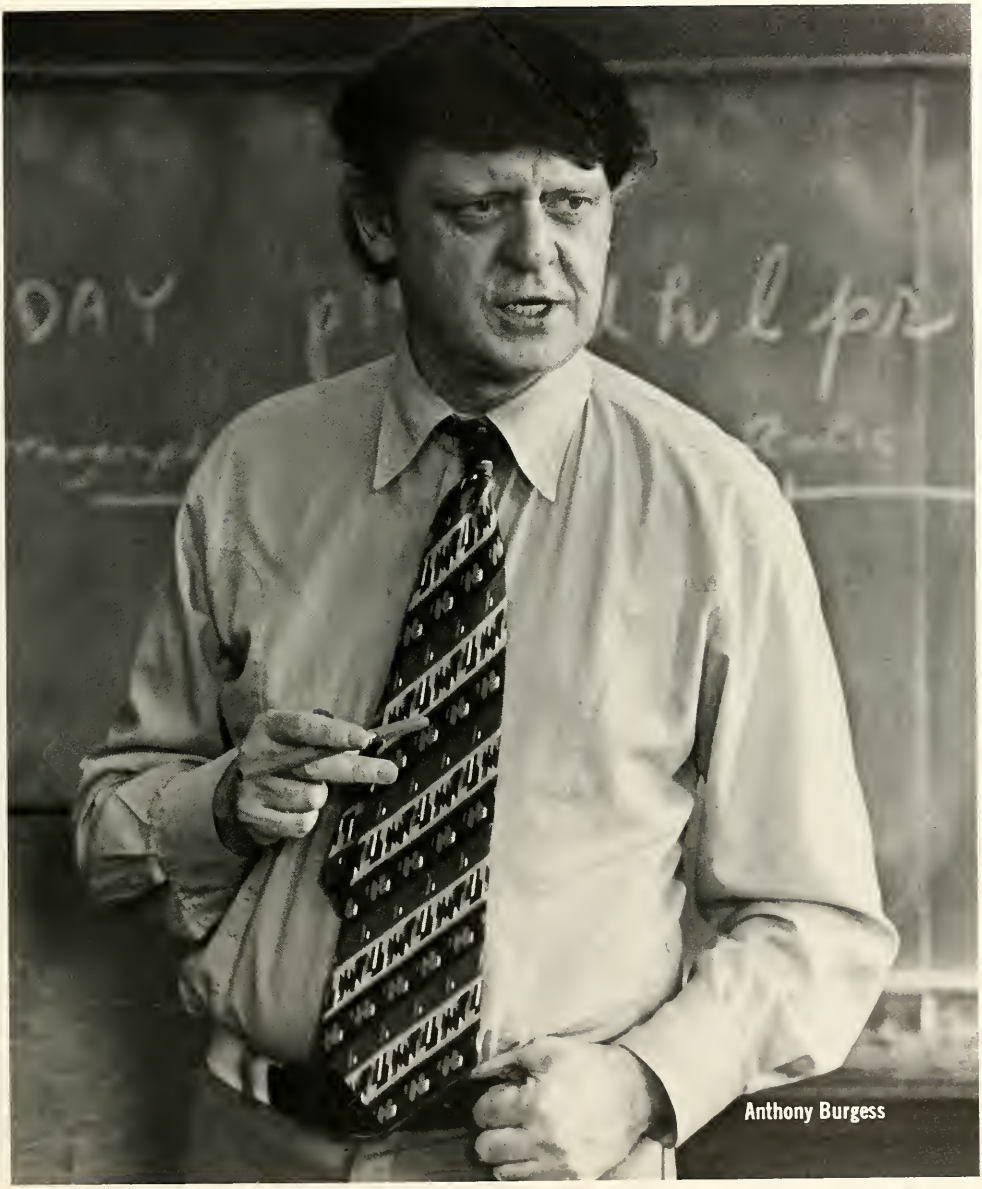
32

People

"Country Earth"

INRI
OUR HERO! (?)
exemplar extraordinaire!
Kevin O'Keefie says Kissy Kissy
Kissy Kissy
KimWebb
SAYS
HUBBA!

Bored Of Visitors And Governors: Fall '73

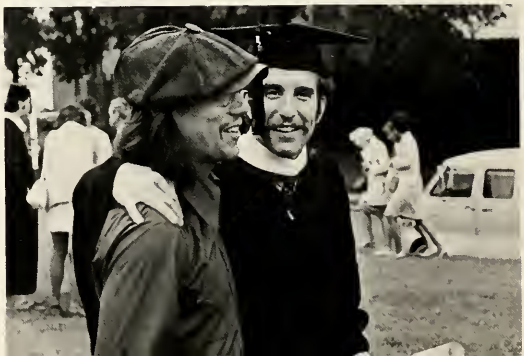


Anthony Burgess

GRADUATES'
SEATING

Graduation

EXIT



CANDIDATES FOR DEGREES

Bachelor of Arts

*RICHARD DANIEL BLACKBURN, *summa cum laude*
*MARY RUTH YOE, *summa cum laude*
*EDWARD HENRY BRIGHAM, JR., *magna cum laude*
*JAMES A. SMITH, *magna cum laude*
*ROBERT MAURICE MASKREY JR., *magna cum laude*
*JOHN PARKER CANN, *magna cum laude*
WILLIAM A. DUNPHY, JR, *magna cum laude*
*LEROY THOMAS BORTMES, *magna cum laude*
*LYNN PURITZ WENTZELL, *cum laude*
*GEORGE RANDOLPH CHURCHILL, *cum laude*
GAIL JUDITH ANDERSON, *cum laude*
*JEAN ANNE CARTER, *cum laude*
MARY CECILE CORDDRY, *cum laude*
*ROBERT PAUL DANNER, *cum laude*
*JAMES GILBERT PIERNE, *cum laude*
ROBERTA PHYLLIS BACHMAN
†ELIZABETH GAIL BARROW
STEVEN L. BARTALSKY, II
DAVID EAMUS COADY BEAUDOUIN
JAMES ROLAND BLUCHER
DAVID MICHAEL BOAN
GERARD ALFORD BOS
JOANNA KATHERINE BROWN
MICHAEL BUNGE BROWN
WILLIAM F. BUCKEL, JR.
DARRELL LEWIS CARRINGTON
ALEXANDER WOOD CASLER
MARGARET JEAN CHALMERS
MANSON WILLIAM CHISHOLM
ROBERT JOSEPH CIGALA
NORRIS WALTER COMMODORE, JR.
ROBERT LEONARD CONSTANTINE
ELIZABETH BEATTY CONWELL
JOHN FREDERICK COPELAND, JR.
RANDOLPH M. CORNELL
†PATRICIA ANN COUNSELLOR
*RICHARD L. CREIGHTON
LYNN MARNEL DAVIES
THOMAS DAVIES
*CAROLE BLYTHE DENTON
JOHN HENRY DIMSDALE, III
DIANA DISHAROON
SUSAN KIMBLE DUCKWORTH
PAUL STEVENS ELDRIDGE
PATRICIA RAMSAY ELIASON
CLARISSA FAIRCHILD
TERRY AUSTIN FOLEY
†SUSAN ELIZABETH FOWLER
†MICHAL GEORGE
THOMAS KINGSBURY GEORGE
MARIAN ELIZABETH GERMAN
JEAN KAY GERSHENFELD
RARBARA MARGARET GLEASON
CYNTHIA DIANE GLOVER
LOUISE ANDREWS GODDARD
KAREN ALICE GOSSARD
PATRICK ERWIN GRAY
VALERIE GREENLY
JAMES ALEXANDER GUTHRIE
ALLEN PATRICK HAMILTON
†THOMAS POHL HARTENSTINE
DAVID TUCKER HEIMBACH
†SUSAN ELIZABETH HODGMAN
†MEREDITH LOUISE HORAN
CHARLES FREDERICK HORSTMANN, JR.
*REBECCA ELAINE HUTCHINS
W. E. KENDALL IVIE, JR.
BETH KAHN
STEWART F. KAY
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WILLIAM RALPH KIER, JR.
†MICHELLE LYNDA KIIKKA
JEFFREY STUART KING
ROBERT FRANCIS KING, JR.
FRED KIPNES
LAURENCE JOSEPH KOPEC
MARGARET LOUISE KRATZER
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ALAN DAVID LAMBERT
GORDON RINGER LATTU
MARY ANN LEEKLEY
THOMAS ANTHONY BOWYER LILLY
PAMELA JEAN LOCKER
RONALD LOKOS
PHYLLIS JOAN LOWENTHAL
MICHAEL MACIELAG
PUTNAM BANKS MACLEAN
MICHAEL BOND MANN
MARCIA ANN PETECH MCCURDY
†GAIL MCPHERSON
*WILLIAM CHARLES MERCIER
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GEORGE MITCHELL MOWELL
JOSEPH TODD MULVENNY, JR.
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ELIZABETH ANNE MURRAY
GEORGE WALL NICKEL, III
SALLY PRICE NOBLE
ELIZABETH MARGARET NOUNNAN
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PACKARD LAIRD OKIE, JR.
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SARA KATHERINE PACKARD
A. STEPHEN PARK
J. WILLIAM PITCHER
KATHLEEN EDEL PITCHER
JONATHON JAY POWERS
CATHY LYNN PRAGER
†POLLY JOAN QUIGLEY
MICHAEL STEVEN RAYNOR
LOUIS W. REEDT
ALLAN PAUL REYNOLDS
MARTIN JOSEPH RICE
*JOHN BARTHOLOMEW ROBINS, JR.
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DIANE VICTORIA RUSSO
STEPHEN H. SANDEBECK
WILLIAM SANDKUHLER, III
ANNE SCHOVERLING
ROBERT FORD SCHUMANN, JR.
ROBERT VANHORN SHRIVER
STEPHEN ROSS SLAUGHTER
NANCY PATRICIA SMITH
MATTHEW JENKINS SNYDER
JONATHAN LEE SPEAR
KARL ERVIN STARKS
ELAINE PATRICIA SWANEKAMP
JOHN LLEWELLYN TANSEY
SHARON ANN TOHER
NORBERTO VIAMONTE
NANCY ELLEN WAGNER
NANCY GORDON WALSH

Bachelor of Arts (continued)

THOMAS EARL WASHINGTON, JR.
DAVID EARLE WAYSON
†JAMES ALLEN WENTZEL
AGISTINE LENORA WIGFALL
*DANIEL EDWIN WILLIAMS
MARTIN JOHN WINDER
ANTHONY SAYRE WISEMAN
LOUIS ALEXANDER YOUNG
IRENE ELIZABETH YUHANIAK

Bachelor of Science

LESLIE ALTERI
FRANKLYN WILTON BERRY
JOSEPH JEROME CAMERON
JOHN ALFRED DORAN, JR.
PHYLLIS ELAINE FRERE
NANCI STUART HOLLAND
DIANE LYNN MORAWSKI
ROBERT CHARLES VENABLE
ANDREW BRYAN WILLIAMS, III
MARVIN VANDYKE WILLIAMS, JR.
SHEILA WOZNUK

Master of Arts Degree

LAURA ELIZABETH BEIDER
CONSTANCE BURCZYNSKI CAMPBELL
EDWARD F. CENTOFANTE, JR.
CATHERINE MCAVOY DUKES
EDWIN MCCLELLAN FISHER
MAGGIE ELGIN FOSTER
LILLIAN BALLARD GRIEB
BENJAMIN KEISEN HIRSH
KENNETH HOWIE, III
DELBERT LEE JACKSON
RICHARD LEONARD LINDELL, II
ANTHONY LOMBARDO
SARAH SUSAN MACGLASHAN
GARY ANDREW MEEKS
RAY WASHINGTON MOORE
DEBRA HAGER PAGE
P. DONALD PARKS
RICHARD LEE TAYLOR, JR.
ANNE BURTON VANSANT
RICHARD ALAN WETZEL
TERESA TEASDALE WHITSON
THOMAS FRANK WHITSON, III

Bachelor of Arts - Summer 1972

JAMES RILEY BELL
WILLIAM CARLTON CROPPER
EDWARD JAMES DEASY
BRION EDMOND HANRIHAN
JEFFREY ALLEN LEES
WILLIAM DORSEY PRETTYMAN
PAUL LEWIS SHEPHERD
ROGER WILLIAMSON STENERSEN, JR.

† Certification in secondary school teaching — acceptable in 35 states under NASDTEC standards.
* Departmental honors

Officers of the Class of 1973

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